

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

School Results

School: Carl J Lamb School

District: Sanford School Department

Code: 1148-1385



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Grade Level Summary Report

School: Carl J Lamb School
 District: Sanford School Department
 State: Maine
 Code: 1148-1385

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
		N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				70	15	21	27	39	22	31	6	9	545	209	15	50	29	7	544	13,422	15	53	23	9	545	
MATH				70	10	14	29	41	18	26	13	19	541	209	15	46	23	15	543	13,440	16	48	18	18	543	
WRITING				70	4	6	27	39	24	34	15	21	537	209	4	34	45	16	537	13,395	6	35	45	14	538	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Reading Results

School: Carl J Lamb School
 District: Sanford School Department
 State: Maine
 Code: 1148-1385

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 556–580)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 540–555)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

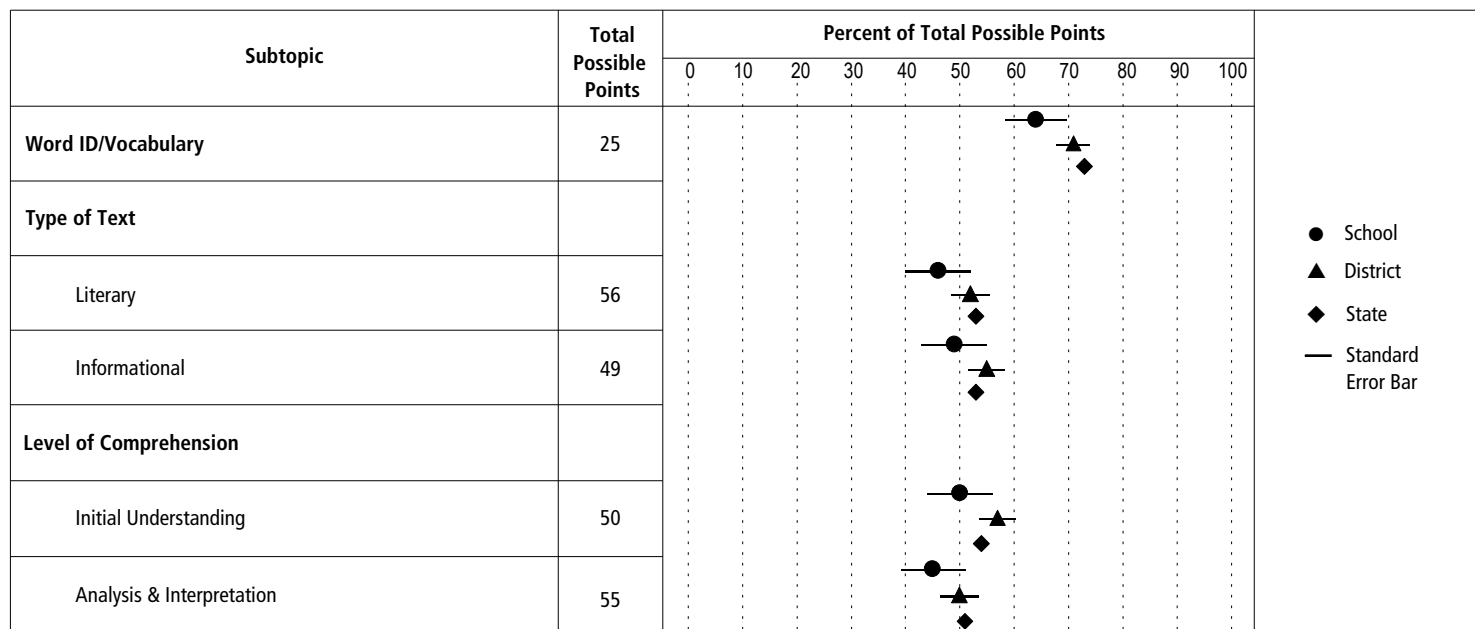
(Scaled Score 530–539)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 500–529)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				80	11	14	46	58	21	26	2	3	546
2010-11				59	13	22	30	51	12	20	4	7	546
2011-12				70	15	21	27	39	22	31	6	9	545
Cumulative Total				209	39	19	103	49	55	26	12	6	546
District													
2009-10				220	25	11	128	58	53	24	14	6	545
2010-11				193	40	21	101	52	44	23	8	4	547
2011-12				209	31	15	104	50	60	29	14	7	544
Cumulative Total				622	96	15	333	54	157	25	36	6	545
State													
2009-10				13,641	2,058	15	7,796	57	2,776	20	1,011	7	546
2010-11				13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12				13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
Cumulative Total				40,523	6,190	15	22,291	55	8,708	21	3,334	8	545





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Reading Results

School: Carl J Lamb School
 District: Sanford School Department
 State: Maine
 Code: 1148-1385

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				70	15	21	27	39	22	31	6	9	545	209	15	50	29	7	544	13,422	15	53	23	9	545
Gender																									
Male				34	4	12	11	32	15	44	4	12	541	109	12	51	28	8	544	6,936	10	52	26	11	543
Female				36	11	31	16	44	7	19	2	6	548	100	18	48	29	5	545	6,486	21	54	19	6	547
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				4										6						221	13	47	29	11	543
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						117	6	40	38	15	539
Asian				2										12	25	58	17	0	550	239	21	55	15	9	547
Black or African American				1										4						387	5	35	29	30	537
Native Hawaiian or Pacific Islander				0										0						13	38	38	8	15	549
White				63	14	22	25	40	19	30	5	8	545	187	14	50	29	7	544	12,290	16	54	23	8	545
Two or more races				0										0						155	13	53	24	10	545
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				4										15	20	53	27	0	547	436	5	34	32	29	537
Former LEP student - monitoring year 1				0										0						21	38	62	0	0	554
Former LEP student - monitoring year 2				0										1						15	60	33	7	0	557
All Other Students				66	14	21	26	39	20	30	6	9	545	193	14	50	29	7	544	12,950	16	54	23	8	545
IEP																									
Students with an IEP				17	0	0	1	6	12	71	4	24	533	44	2	20	57	20	536	2,123	1	25	39	35	534
All Other Students				53	15	28	26	49	10	19	2	4	549	165	18	58	21	3	547	11,299	18	58	20	4	547
SES																									
Economically Disadvantaged Students				40	4	10	16	40	16	40	4	10	542	132	10	48	34	8	543	6,165	8	48	29	14	541
All Other Students				30	11	37	11	37	6	20	2	7	549	77	23	53	19	4	548	7,257	22	57	17	4	548
Migrant																									
Migrant Students				0										0						7					
All Other Students				70	15	21	27	39	22	31	6	9	545	209	15	50	29	7	544	13,415	15	53	23	9	545
Title I																									
Students Receiving Title I Services				15	0	0	7	47	5	33	3	20	538	45	0	40	44	16	539	2,638	5	41	40	14	540
All Other Students				55	15	27	20	36	17	31	3	5	547	164	19	52	24	4	546	10,784	18	56	19	8	546
504 Plan																									
Students with a 504 Plan				5										17	6	59	29	6	542	300	9	52	30	9	543
All Other Students				65	14	22	25	38	20	31	6	9	545	192	16	49	29	7	545	13,122	15	53	23	9	545

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Mathematics Results

School: Carl J Lamb School
 District: Sanford School Department
 State: Maine
 Code: 1148-1385

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 554–580)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 540–553)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

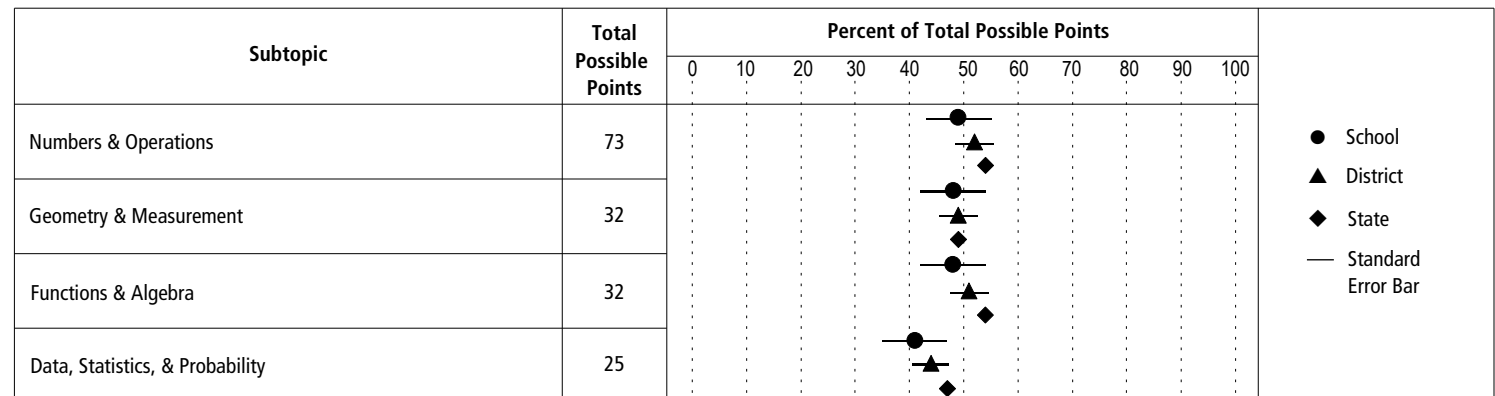
(Scaled Score 533–539)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 500–532)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				83	22	27	39	47	15	18	7	8	546
2010-11				59	5	8	34	58	13	22	7	12	544
2011-12				70	10	14	29	41	18	26	13	19	541
Cumulative Total				212	37	17	102	48	46	22	27	13	544
District													
2009-10				222	54	24	105	47	32	14	31	14	545
2010-11				194	30	15	96	49	42	22	26	13	544
2011-12				209	31	15	97	46	49	23	32	15	543
Cumulative Total				625	115	18	298	48	123	20	89	14	544
State													
2009-10				13,675	2,399	18	6,271	46	2,461	18	2,544	19	543
2010-11				13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12				13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
Cumulative Total				40,639	6,699	16	18,859	46	7,567	19	7,514	18	543





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Mathematics Results

School: Carl J Lamb School
 District: Sanford School Department
 State: Maine
 Code: 1148-1385

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				70	10	14	29	41	18	26	13	19	541	209	15	46	23	15	543	13,440	16	48	18	18	543
Gender																									
Male				34	4	12	14	41	9	26	7	21	541	109	18	44	22	16	544	6,949	17	47	18	18	543
Female				36	6	17	15	42	9	25	6	17	542	100	11	49	25	15	541	6,491	16	49	18	17	543
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				4										6						224	12	38	21	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						119	7	47	24	23	540
Asian				2										12	25	42	25	8	549	242	23	48	14	15	546
Black or African American				1										4						392	4	31	21	44	534
Native Hawaiian or Pacific Islander				0										0						13	23	54	8	15	546
White				63	10	16	26	41	17	27	10	16	542	187	15	46	24	15	543	12,295	17	49	18	16	543
Two or more races				0										0						155	19	45	18	18	543
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				4										15	13	40	40	7	544	449	3	32	20	44	534
Former LEP student - monitoring year 1				0										0						21	43	48	5	5	553
Former LEP student - monitoring year 2				0										1						15	47	33	7	13	555
All Other Students				66	10	15	27	41	17	26	12	18	542	193	15	47	22	16	542	12,955	17	48	18	17	543
IEP																									
Students with an IEP				17	0	0	2	12	6	35	9	53	531	44	2	16	36	45	532	2,131	3	24	24	49	532
All Other Students				53	10	19	27	51	12	23	4	8	545	165	18	55	20	7	546	11,309	19	52	17	12	545
SES																									
Economically Disadvantaged Students				40	3	8	18	45	12	30	7	18	540	132	9	46	28	17	541	6,181	8	43	23	26	539
All Other Students				30	7	23	11	37	6	20	6	20	543	77	25	47	16	13	545	7,259	23	52	14	10	546
Migrant																									
Migrant Students				0										0						7					
All Other Students				70	10	14	29	41	18	26	13	19	541	209	15	46	23	15	543	13,433	16	48	18	18	543
Title I																									
Students Receiving Title I Services				15	1	7	6	40	6	40	2	13	538	45	2	40	38	20	538	2,644	3	36	30	32	537
All Other Students				55	9	16	23	42	12	22	11	20	542	164	18	48	20	14	544	10,796	20	51	15	14	545
504 Plan																									
Students with a 504 Plan				5										17	6	59	18	18	542	300	10	45	24	20	541
All Other Students				65	9	14	27	42	17	26	12	18	541	192	16	45	24	15	543	13,140	17	48	18	17	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Writing Results

School: Carl J Lamb School
 District: Sanford School Department
 State: Maine
 Code: 1148-1385

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

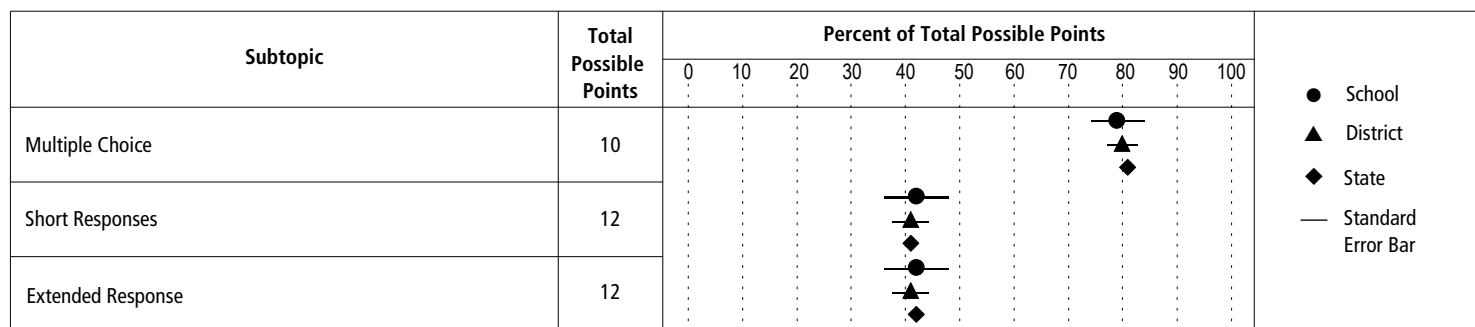
(Scaled Score 527–539)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11				59	5	8	14	24	35	59	5	8	539
2011-12				70	4	6	27	39	24	34	15	21	537
Cumulative Total				129	9	7	41	32	59	46	20	16	538
District													
2009-10													
2010-11				193	15	8	66	34	102	53	10	5	540
2011-12				209	9	4	71	34	95	45	34	16	537
Cumulative Total				402	24	6	137	34	197	49	44	11	538
State													
2009-10													
2010-11				13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12				13,395	771	6	4,637	35	6,069	45	1,918	14	538
Cumulative Total				26,830	1,908	7	9,281	35	12,371	46	3,270	12	539





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Writing Results

School: Carl J Lamb School
 District: Sanford School Department
 State: Maine
 Code: 1148-1385

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				70	4	6	27	39	24	34	15	21	537	209	4	34	45	16	537	13,395	6	35	45	14	538
Gender																									
Male				34	1	3	9	26	15	44	9	26	534	109	3	31	48	18	536	6,914	3	28	50	19	535
Female				36	3	8	18	50	9	25	6	17	541	100	6	37	43	14	538	6,481	9	42	41	9	541
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				4										6						219	5	31	49	16	537
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						117	1	21	50	29	532
Asian				2										12	17	50	33	0	545	238	8	40	39	13	540
Black or African American				1										4						384	2	24	42	33	532
Native Hawaiian or Pacific Islander				0										0						13	15	62	8	15	545
White				63	4	6	25	40	20	32	14	22	537	187	3	34	46	17	537	12,269	6	35	46	14	538
Two or more races				0										0						155	5	34	42	19	537
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				4										15	13	40	47	0	542	434	4	24	42	30	533
Former LEP student - monitoring year 1				0										0						20	5	55	35	5	542
Former LEP student - monitoring year 2				0										1						15	20	53	27	0	546
All Other Students				66	4	6	25	38	22	33	15	23	537	193	4	33	46	18	537	12,926	6	35	45	14	538
IEP																									
Students with an IEP				17	0	0	0	0	7	41	10	59	526	44	0	2	43	55	527	2,111	<1	8	43	48	527
All Other Students				53	4	8	27	51	17	32	5	9	541	165	5	42	46	6	540	11,284	7	40	46	8	540
SES																									
Economically Disadvantaged Students				40	1	3	12	30	18	45	9	23	536	132	4	27	52	17	536	6,149	3	26	50	21	535
All Other Students				30	3	10	15	50	6	20	6	20	540	77	5	47	34	14	539	7,246	8	42	41	9	540
Migrant																									
Migrant Students				0										0						6					
All Other Students				70	4	6	27	39	24	34	15	21	537	209	4	34	45	16	537	13,389	6	35	45	14	538
Title I																									
Students Receiving Title I Services				15	0	0	5	33	6	40	4	27	535	45	0	16	64	20	534	2,633	2	20	55	23	534
All Other Students				55	4	7	22	40	18	33	11	20	538	164	5	39	40	15	538	10,762	7	38	43	12	539
504 Plan																									
Students with a 504 Plan				5										17	0	12	65	24	533	299	2	24	57	17	535
All Other Students				65	4	6	26	40	21	32	14	22	538	192	5	36	44	16	537	13,096	6	35	45	14	538

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